cde COLORADO DEPARTMENT *of* EDUCATION

Draft District Guidance for Use of Student Outcomes in Specialized Service Professional Evaluations

The purpose of this document is to highlight possible approaches for districts and BOCES to consider when constructing their approach to select measures of student learning for use in Specialized Service Professional (SSP) evaluations. CDE will be collecting on-going feedback to improve this guidance. Please use the "Provide Feedback" links throughout the document to submit feedback to CDE. This guidance will be revised annually with refined versions released each summer in order to reflect increased understanding and emerging best practices.

In an effort to improve the quality of education provided to all students in the state, Colorado has: adopted new academic standards that represent what students should know and be able to do at each level of their schooling; implemented school and district accountability strategies that are tied to unified improvement planning; and, adopted standards for educators and other stakeholders who will be evaluated annually. Each of these efforts has the shared purpose of improving student learning and raising student achievement levels. It is important to recognize the interdependence of each of these strategies so that they can be implemented as parts of a cohesive and aligned system. It is also important to ensure that these strategies address how all stakeholders in the system, including specialized service professionals, can contribute to the desired outcomes for Colorado students.

The focus of this guidance is on the student outcome requirements outlined in the Senate Bill 10-191. Senate Bill 10-191 requires that fifty percent of a specialized service professional's evaluation in Colorado be based on multiple student outcomes. Specialized service professionals are: school counselors, psychologists, occupational therapists, orientation and mobility specialists, school social workers, speech language pathologists, school nurses, physical therapists, and audiologists.

Please see the table below for the SSP student outcome requirements in evaluation:

Table 1: State Requirements

Requirement: Student Outcome Measures to be included	Requirement 2: Data Collection
At least fifty percent of the evaluation shall be based on at least two measures of student outcomes, which measures shall be aligned with the role and duties and the individual SSP being evaluated.	Data used in evaluating SSPs shall be collected from the sites, or a representative sample of the sites, at which the SSP provides services. In making decisions about how to use data collected about SSP performance, School Districts and BOCES shall consider whether the data collected are better suited for use in a high-skates evaluation or for the purpose of providing feedback and professional development opportunities for the individual professional, or for both purposes provided they are appropriately weighted. In making this decision, School Districts and BOCES shall consider the technical quality and rigor of the methods used to collect the data, and the technical quality of the data itself.

Steps for Identifying and Determining the Student Outcome Measures

Below are recommended steps for identifying and determining the student outcome measures to be included in a district's SSP evaluation system. Taken together, these steps detail a sample process that may be used by districts to determine measures of student outcomes in order to generate a performance rating for the student outcome quality standard. Following the outline of these steps, there are a few examples to illustrate the process. The steps are as follows:

Step 1: Determine SSP role and responsibilities in order to select outcomes measures.
- SSP roles and responsibilities will vary greatly from role to role and from district/BOCES to district/BOCES and within districts
- Need to take in to account how the SSP is supporting and providing services to students

Step 2: With input from the SSP, select and preliminarily weigh appropriate outcomes measurs aligned with the role and responsibilities of the SSP.
- Measures shall reflect varying assignments, job duties and responsibilities
- Measures shall reflect the outcomes that the professional wants to see in students based on the services they provide to the student
- Collaboration is key when selecting measures to ensure the evaluation is meaningful to the SSP
- Sample outcome measures for each professional group have been created by professionals in the field should districts/BOCES need additional support in thinking through appropriate measures

Step 3: Once measures have been selected, set criteria for each rating category
- Use baseline information to create a context
- Set rigorous but attainable criteria for the expected rating
- Get approval from evaluator

Step 4: Score the results from multiple student outcomes at the end of the year.
- Use the student learning objective process described below to score student outcome measures and determine attainment level

Step 5: Combine weighted scores into a "student outomces" rating that will comprise 50 percent of the SSP's evaluation rating

- Determine overall student outcomes rating by combining student outcome measures selected

CDE has created an excel template to support districts with steps 2 through 5. [Excel tools for SSPs]

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An Approach to the Student Learning Objective Process

This approach to attributing student outcomes to specialized service professionals is aligned to the Student Learning Objective approach for measures of student learning for teachers. The main reason for this alignment is to encourage specialized service professionals to set goals for the students that they support and measure the attainment of those goals. Below is a brief description of Student Learning Objectives.

A student learning objective process enables specialized service professionals to establish outcomes for individual or groups of students, monitor students' progress toward these outcomes and evaluate the degree to which students achieve these outcomes using relevant, meaningful measures (see CTAC, 2011; Goe & Holdheide, 2011; Marion & Buckley, 2011; Goe, 2012). The active involvement of specialized service professionals in supporting the attainment of student outcomes is the defining feature of the student learning objective process. The design of this process reflects best practices such as setting clear targets, differentiating service delivery for students, monitoring students' progress toward these targets, using student data to adjust service delivery, and evaluating the extent to which students have met the targets. In other words, the student learning objective process is a service delivery improvement process driven by specialized service professionals in all professional categories. The essential steps of a Student Learning Objective Process are outlined below:

- Determine professional contribution to students in order to select outcomes
- Collect baseline information to inform target and scale setting
- Assess quality, attainment level and rigor of student targets and scales
- Monitor student progress over time (formative practice)
- Determine attainment of student learning targets and scales
- Reflect and refine the Student Learning Objective Process

Because a student learning objective process asks specialized service professionals to set targets based on what they know about their students, and to reflect continuously on best practices in order to facilitate student progress, it connects authentically with educator evaluation systems.   CDE is currently developing a student learning objective process to support districts that choose to include SLOs as student outcome measures.

For additional resources and support in establishing your SSP evaluation system, please visit the Measures of Student Learning Guidance: Version 2.0 for teachers webpage. This guidance document can help provide additional points of consideration or system building. Please contact the CDE Educator Effectiveness team if you have any questions or to request support.

>Provide Feedback

Sample Process for SSP Student Outcomes

The district/BOCES identifies the SSPs that will be evaluated. Once the types of SSPs are determined, the district/BOCES (or the SSP supervisor) works with the SSPs to determine their roles and responsibilities in the school, district, or BOCES as well as what types of student outcomes are related to their responsibilities.

The roles and responsibilities of SSP's may vary greatly from one to another. Some SSPs work with small groups of students in therapeutic situations to provide services to students on very specific individualized goals. Some SSPs may have roles where they contribute to the overall performance of the school on specific measures.

The purpose of this guidance document is to encourage districts/BOCES to choose student outcomes that are relevant to the roles and responsibilities of the SSP.
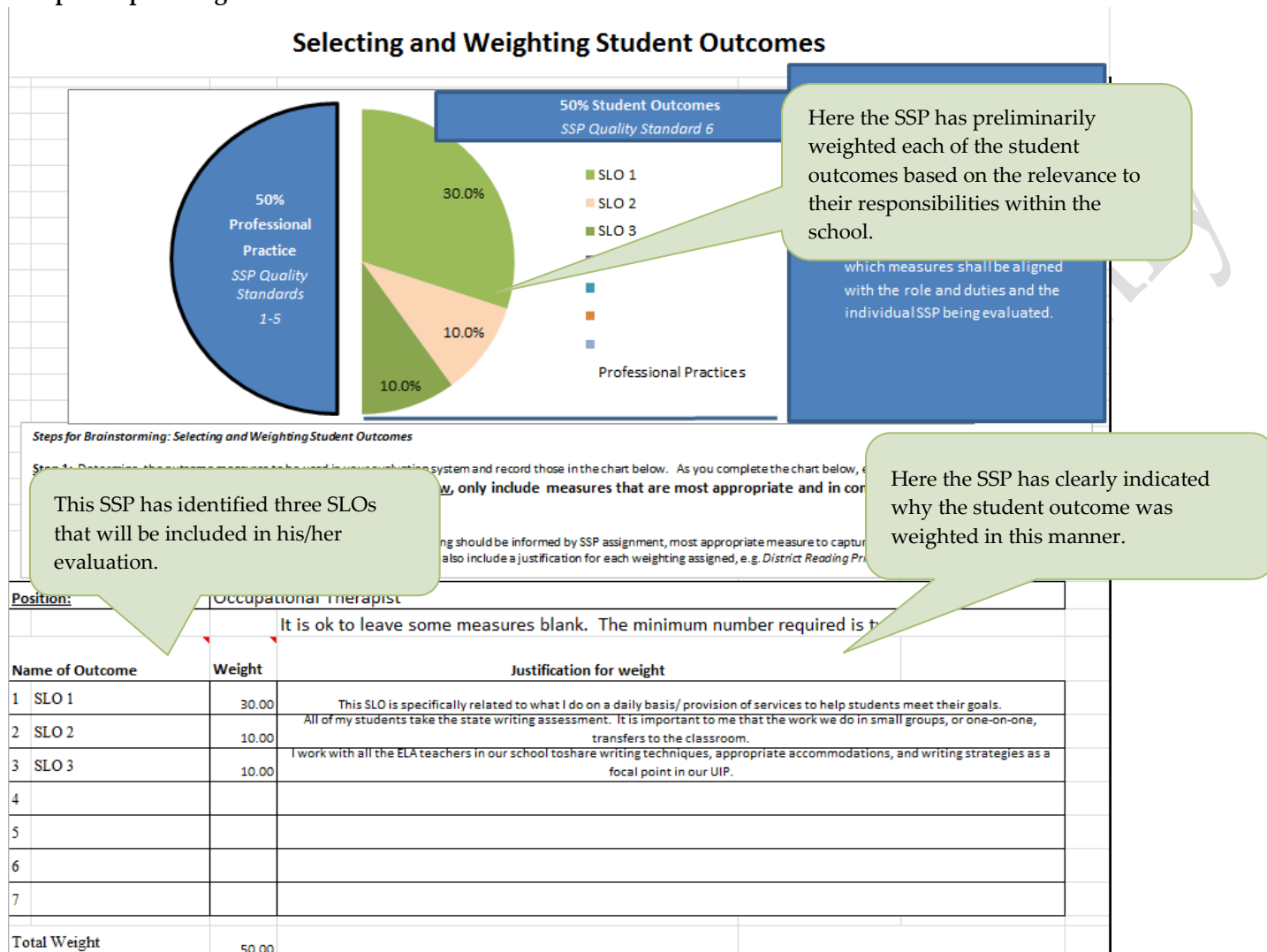
Example 1:
An SSP provides some one-on-one services to a caseload of students. The services that this SSP provides are intended to support their students in accessing the district's curriculum and mastering the standards as evidenced by their performance on the assessments that are given in their classrooms (This might be a relevant for a speech language pathologist).

Because of the role and responsibilities of this example SSP, it may make sense to have three student outcomes included in their body of evidence.

1. A Student Learning Objective specific to the types of outcomes that his/her caseload of students is able to demonstrate as a result of his/her services. (Could be a percentage of caseload meeting goals.)
2. A Student Learning Objective based on his/her caseload's performance on TCAP writing.
3. A Student Learning Objective based on the school's writing performance (because this SSP works with all the ELA teachers in the school on writing techniques, accommodations, and strategies.)

Sample Step 2 using the CDE SSP excel file:

Selecting and Weighting Student Outcomes

Here the SSP has preliminarily weighted each of the student outcomes based on the relevance to their responsibilities within the school.

which measures shall be aligned with the role and duties and the individual SSP being evaluated.

This SSP has identified three SLOs that will be included in his/her evaluation.

Here the SSP has clearly indicated why the student outcome was weighted in this manner.

Steps for Brainstorming: Selecting and Weighting Student Outcomes

Position:	Occupational Therapist

It is ok to leave some measures blank. The minimum number required is t...

	Name of Outcome	Weight	Justification for weight
1	SLO 1	30.00	This SLO is specifically related to what I do on a daily basis/ provision of services to help students meet their goals.
2	SLO 2	10.00	All of my students take the state writing assessment. It is important to me that the work we do in small groups, or one-on-one, transfers to the classroom.
3	SLO 3	10.00	I work with all the ELA teachers in our school to share writing techniques, appropriate accommodations, and writing strategies as a focal point in our UIP.
4			
5			
6			
7			
	Total Weight	50.00	

Sample Steps 3 & 4 using the CDE SSP excel file:

SLO1

Step 3: At the beginning of the year, identify the criteria for each rating category based on available baseline information. The criteria for each measure are recorded in this row. They are to be rigorous yet attainable…require approval from evaluator.

Here is an example of what the evidence and comments might look like for an SSP

Student Outcome Measure 1					
Name of Measure	SLO		Percentage of Evaluation	30.0%	
Description of Measure	Each		s an SLO on their attainment of their goa		
Rating				Expected	○ Above
Criteria for each rating category	Below 69% of my caseload will attain their individual goals.	70-79 % of my caseload will attain their individual goals	at least 80% of my caseload will attain their individual goals by the end of the year.	80% of my caseload will attain their individual goals and 50% will exceed
Evidence & Comments on Student Outcome Measure 1	At the end of the year, 87% of my caseload attained their goals… next year I will keep this scale but work to make the individual goals more rigorous.			

SLO 2

Student Outcome Measure 2						
Name of Measure	SLO 2				Percentage of Evaluation	10.0%
Description of Measure	State Writing Assessment.					
Rating	○ **Much Less Than Expected**		○ **Less Than Expected**	◉ **Expected**		○ **Above Expected**
Criteria for each rating category			50-59% of my caseload will be proficient or higher on the state's writing assessment	At least 60% of my caseload will be proficient or higher on the state's writing assessment		80% or more of my caseload will be proficient or higher on the state's writing assessment
Evidence & Comments on Student Outcome Measure 2			...ad was proficient or higher on the state's writing assessment. This year, 61% were proficient or higher.			

> In this section the SSP has included baseline and current year performance.

SLO 3

Student Outcome Measure 3				
Name of Measure	SLO 3		Percentage of Evaluation	10.0%
Description of Measure	School Writing MGP			
Rating	○ **Much Less Than Expected**	◉ **Less Than Expected**	○	
Criteria for each rating category	School Writing MGP is between 1 and 34	School Writing MGP is between 35 and 49	betw...	
Evidence & Comments on Student Outcome Measure 3	The School Writing MGP was 41			

> When results from the Colorado Growth Model are used, the scales pre-populate with criteria that has been determined by CDE.

Sample Step 4 using CDE SSP Excel File:

Name of Measure	Points	Student Outcome Rating	Percentage of Evaluation
SLO 1	2	Expected	30.0%
SLO 2	2	Expected	10.0%
SLO 3	1	Less Than Expected	10.0%

50% Student Outcomes

30.0%
10.0%
10.0%

Final Score 3pt	1.8	Student Outcome Score ...0pt	311
Overall Rating =		**Expected**	

> Each of the outcomes has been evaluated and recorded here.

> In this example selected student outcomes have been combined into an overall rating. You can see here that even though the SSP has a "less than expected" score, their overall rating is expected.

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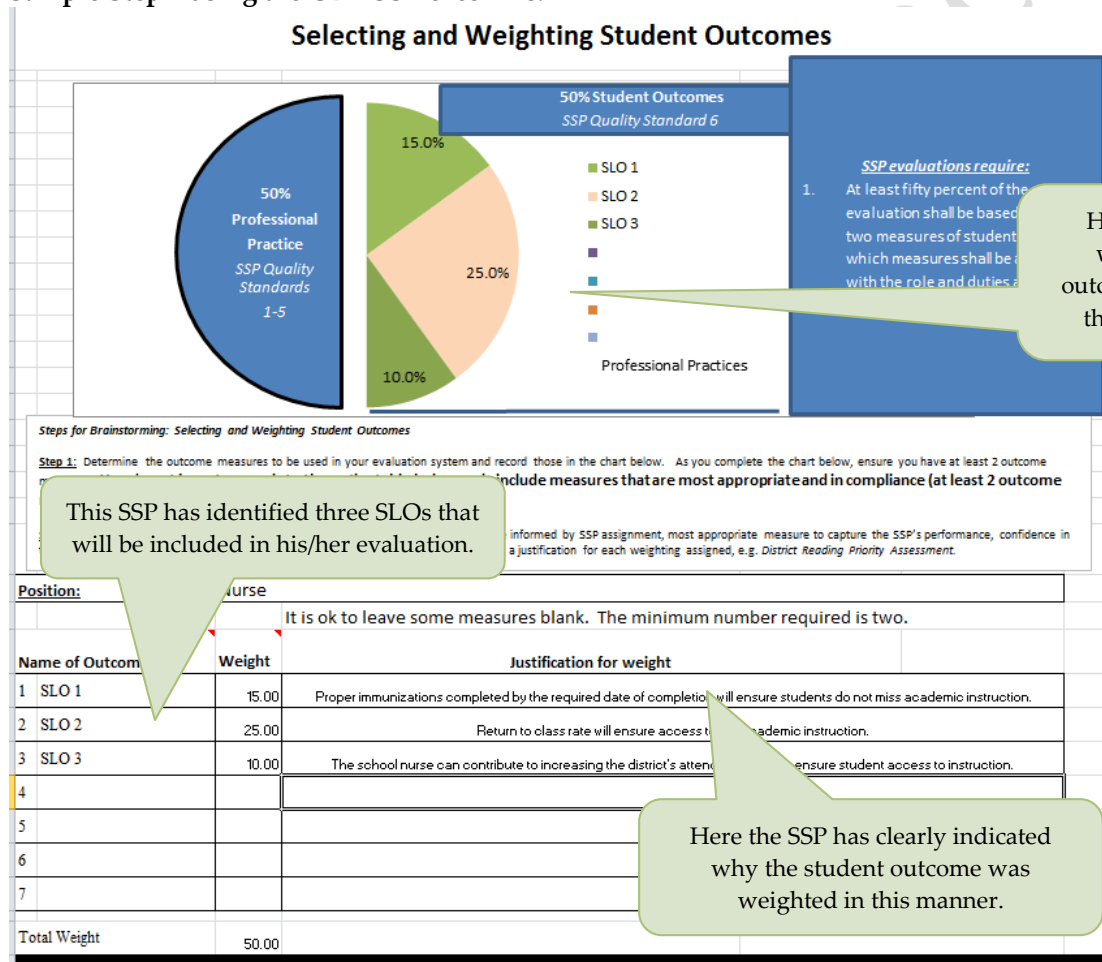
Example 2:

An SSP provides services to the entire student population at a Colorado district. The services that this SSP provides are intended to support their students in accessing the district's curriculum however they do not have instructional responsibilities in providing direct instruction on the Colorado Academic Standards (This might be a relevant for a school nurse).

Because of the role and responsibilities of this example SSP, it may make sense to have three student outcomes included in their body of evidence.

1. A Student Learning Objective based on immunization compliance district-wide (increasing number of students who complete immunization requirements on time)
2. A Student Learning Objective based on return to class rates for students at one school in district (because this SSP works to support students in accessing the curriculum, the first point of access is attendance)
3. A Student Learning Objective based on the district's attendance rate (because this SSP works to support students in accessing the curriculum, the first point of access is attendance)

Sample Step 2 using the CDE SSP excel file:

Selecting and Weighting Student Outcomes

Here the SSP has preliminarily weighted each of the student outcomes based on the relevance to their responsibilities within the

This SSP has identified three SLOs that will be included in his/her evaluation.

Name of Outcom	Weight	Justification for weight
1 SLO 1	15.00	Proper immunizations completed by the required date of completion will ensure students do not miss academic instruction.
2 SLO 2	25.00	Return to class rate will ensure access to academic instruction.
3 SLO 3	10.00	The school nurse can contribute to increasing the district's attendance ensure student access to instruction.
4		
5		
6		
7		
Total Weight	50.00	

Position: Nurse

It is ok to leave some measures blank. The minimum number required is two.

Here the SSP has clearly indicated why the student outcome was weighted in this manner.

Sample Step 3 & 4 using the CDE SSP excel file:

SLO 1

Student Outcome Measure 1				
Name of Measure	SLO 1			Percenta
Description of Measure	Increasing immunization compliance district-wide			
Rating	○ **Much Less Than Expected**	○ **Less Than Expected**	◉	
Criteria for each rating category	77% or fewer immunization records returned on time to	78-88% immunization records returned on time to district	89... or imm records returned on time to immunization records district	returned on time to district
Evidence & Comments on Student Outcome Measure 1	Last year we had 88% of immunization requirements returned on time to the district office by parents and families. This year we want to increase that 88%.			

> Step 3: At the beginning of the year, identify the criteria for each rating category based on available baseline information. The criteria for each measure are recorded in this row. They are to be rigorous yet attainable…require approval from evaluator.

SLO 2

Student Outcome Measure 2				
Name of Measure	SLO 2		Percentage of Evaluation	25.0%
Description of Measure	Return to class rate increase in Example Middle School			
Rating	○ **Much Less Than Expected**	◉ **Less Th Ex**		**Expected**
Criteria for each rating category	64% or lower return to class rate	65-74% return rate		return to
Evidence & Comments on Student Outcome Measure 2	Last year the return to class rate at Example Middle School was 65%, so 65% of the time a student came down to the nurse, they were sent back to class. This year, we want to increase this number to 75%.			

> In this section the SSP has included baseline and/or current year performance.

SLO 3

Student Outcome Measure 3				
Name of Measure	SLO 3			Percentage
Description of Measure	District-wide attendance rate			
Rating	○ **Much Less Than Expected**	○ **Less Than Expected**	◉ **Expected**	○ **Above Expected**
Criteria for each rating category	71% or lower attendance rate	72-82% attendance rate	83-90% attendance rate	91% or higher attendance rate
Evidence & Comments on Student Outcome Measure 3	Last year's attendance rate was 79% for the entire district. This year, we want to increase this number to 83%.			

> Step 4: Ratings are assigned in this row based on the evidence.

Sample Step 4 using CDE SSP Excel file:

Position:	Nurse		

Name of Measure	Points	Student Outcome Rating	Percentage of Evaluation
SLO 1	2	Expected	15.0%
SLO 2	1	Less Than Expected	25.0%
SLO 3	2	Expected	10.0%

50% Student Outcomes
SSP Quality Standard 6

- SLO 1 — 15.0%
- SLO 2 — 25.0%
- SLO 3 — 10.0%
-
-
-
-

Professional Practices

Each of the outcomes has been evaluated and recorded here.

In this example selected student outcomes have been combined into an overall rating. You can see here that even though the SSP has a "less than expected" score, their overall rating is expected.

Final Score 3pt	1.5	Student Outcome Score 540pt	270
Overall Rating =		**Expected**	

>Provide Feedback

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